

GRADUATE HANDBOOK

Department of History, The Johns Hopkins University
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INTRODUCTION

The Department of History welcomes graduate students as members of a diverse and congenial scholarly community. The Department takes seriously the idea that graduate students are colleagues with much to contribute through their own research, teaching, and participation in Seminars. The graduate program in History at Hopkins is designed for students who wish to proceed directly to the PhD degree, and it aims to train students for careers as research scholars and university teachers. At the same time, we also recognize and support students who choose to pursue other career options.

Our program assists students in becoming innovative scholars. It also prepares them to be effective teachers and to participate in the historical profession as readers, writers, and critics. The Hopkins history department is the oldest PhD program in history in the United States and our alumni have held distinguished positions at universities and colleges in this country and abroad since the days of Woodrow Wilson (PH.D. 1886). In spite of its relatively small size, the Department consistently ranks highly on lists of the best and most productive history programs in the country. The Department's particular areas of strength include history of the United States, Europe from medieval times through the twentieth century, Latin America, Africa, Modern Russia, and China. Most of our faculty members identify themselves as social, economic, intellectual, and cultural historians. In addition to the Department's pioneering and distinguished concentration in the history of the Atlantic world, it also hosts clusters of faculty with common interests in transnational, comparative, urban, imperial, and gender history. We annually endeavor to recruit a cohort of students with a similarly varied set of scholarly interests and methodological orientations.

The combination of flexibility, independence, scholarly collegiality, and intellectual exchange offered by the Hopkins program gives it a distinctive character, as does our emphasis on student research. The First Year Paper typically serves as something of an initiation rite: all students embark upon an independent research project of their own design under the mentorship of one or more faculty members immediately upon their arrival at Hopkins. Upon completion, the first year paper is presented to the department, typically in a meeting of one of the regional Seminars. Faculty members encourage all first year students to attend as many of their classmates' presentations as possible as part of the cohort-building experience.

The weekly departmental Seminar, attended by all of our faculty and graduate students, is the center of intellectual life in the Department. The Seminar – as well as specialized seminars in European history, U.S. history, and comparative world history – brings together students, faculty, and invited scholars from outside the University to discuss their research. This helps to create a lively intellectual community in which graduate students quickly become contributing members. In addition to these public seminars, students also enroll in graduate courses and research seminars, run

by individual faculty.

The teaching and mentoring of graduate students plays a central role in the history department. The program is organized around seminars and departmental fields. With guidance from their advisors and a great deal of flexibility, students are able to design their own course of study. They select four fields (a major field and three minor fields) and arrange with individual professors for a study program leading to comprehensive examinations which are in most cases taken at the end of the second year. Students are allowed, and even encouraged, to go outside the department to complete minor fields in allied disciplines. They are also advised to explore the histories of countries and regions outside their geographical area of expertise.

This Handbook is intended to give information on the system: admissions, fields, First Year Papers, qualifying examinations, the decision-making process for financial aid, sources of financial aid, advising, and more general guidelines set down by the University.

ADMISSIONS

The decision to nominate any student for admission is made by the faculty member or members who will become that student's advisor or advisors. Applicants should indicate their proposed field of specialization and the names of the faculty they wish to work with at the time of application. Students, may, of course, later change their major advisor, with the agreement of the faculty members concerned. The Graduate Committee, a departmental committee whose three members are appointed for three-year terms by the Chair of the Department, makes the final selection of admitted applicants. All admitted students receive a five-year scholarship package including tuition, a stipend toward living expenses, and some funds for summer support and research travel. Normally, each student is required to perform four semesters of supervised teaching or research duties at some point during the graduate program, most often as a teaching assistant during the second and fourth years.

The main criteria for admissions are outstanding intellectual promise and an evident talent for, and strong commitment to, historical research and writing. Each applicant is required to submit a sample of written work, preferably a research paper that demonstrates careful use of primary documents. Applicants are also required to take the general aptitude portions of the Graduate Records Examination. An ability to read at least one foreign language is also expected.

ENROLLMENT AND RESIDENCE

Graduate students in the Department are classified in one of two categories: resident or non-resident. All students who have not completed their four field requirements are resident. Upon exhausting their five years of departmental funding, they are reclassified as non-resident. It should be noted that non-resident students are still obliged to pay fees (see university regulations) for the duration of their affiliation with the university. For the five-year period in which students are guaranteed funding, their fees will be paid by the department. Any student who has exhausted his or her department funding is eligible for non-resident status even if they are physically located in Baltimore, but non-resident students may not be on the University payroll nor are they allowed to register for classes. The Graduate Board of the Division of Arts and Sciences places a limit of five years for the period during which a student may have non-resident status. A student may petition

for an extension of non-resident status. However such requests, even for one year, are not automatically granted. Further requests are scrutinized closely and are only granted on extremely rare occasions and because of extraordinary circumstances.

A student fulfills the university's minimum residence requirement by being officially registered as a full-time student for at least two consecutive semesters. After completion of this minimum residency requirement, a student must maintain status as a resident or non-resident until such time as the Chair certifies that requirements for the degree have been completed, and so notifies the Graduate Board. Failure to maintain residence or to obtain term leave of absence or pre doctoral non-residence status, and non-payment of fees as they are billed each semester by the University will be interpreted as withdrawal from the university. Such a student must be formally re-admitted before he or she may return. No new application fee is required, but minimum residence requirements for the degree must be satisfied again following such re-admission.

FACULTY ADVISOR

Faculty advisors play a crucial role in all aspects of a graduate student's career. The Department of History has a number of general regulations and procedures within which a student's program is to be fitted, but beyond that there is great flexibility. The student, in conjunction with the faculty advisor(s), will decide on the most appropriate course of study leading to a doctoral degree. A faculty advisor is held responsible for ensuring that graduate students under his or her direction receive the best and most appropriate instruction and guidance. On occasion they may serve as "facilitators" in initiating contacts, on the student's behalf, with other members of the Hopkins faculty, or with faculty in other institutions of higher education, both nationally and internationally. The faculty advisor carries the burden for ensuring that students under his or her direction are making satisfactory academic progress. Some faculty members have found it best to work as a dyad, in which case, their students have two primary advisors. Discussions between students and faculty advisors should take place frequently, and may serve to review the student's progress, exchange ideas or information, alleviate doubts or provide encouragement. Students should themselves initiate such meetings, and not wait for a faculty member to approach them. At the same time, faculty members should play an active role in maintaining a regular schedule of conversations with students about their progress through the program.

As part of the request for fellowship renewal process, the faculty advisor, in conjunction with all other faculty with whom the student is working, must write an annual letter to each of their graduate students reviewing that student's performance and progress in the course of the preceding year. A copy of this letter becomes part of the student's request for fellowship renewal and will be held in the student's dossier by the Graduate Coordinator.

A copy of the Johns Hopkins "Policy on Mentoring Commitments for PhD Students and Faculty Advisors" is appended at the end of this handbook. Any student who feels that his or her faculty advisor in the department is not fulfilling the requirements of the role should submit an appeal to the Director of Graduate Studies. (If the Director of Graduate Studies is the mentor in question, or is otherwise unavailable, the student should appeal directly to the Chair of the Department.) The DGS or Chair, respectively, will then engage in a consultation and mediation process to help the student address the issue — a process which may include switching advisors, adding a co-advisor, and/or working with the advisor to address the problematic aspects of the relationship.

FACULTY ADVISORY COMMITTEE

The faculty advisor is responsible for oversight and coordination of a student's program of study. In this responsibility, the advisor is assisted by a committee, comprised of those faculty with whom the student is taking (or has taken) fields. This committee should be fully constituted by the end of a student's first semester of graduate study, by which time it is fairly apparent which fields the student will be taking and the general direction of his or her interests.

The faculty advisory committee has two primary functions:

1. To advise and guide the student throughout the course of his or her graduate studies.
2. To evaluate the student's progress.

DIRECTOR OF GRADUATE STUDIES

The Director of Graduate Studies helps orient students to the department and assists them in professional development. The director runs an orientation session for incoming students and a workshop designed to introduce the first-year students to each other and all graduate students to professional conventions and practices, such as the writing of grants, applying for the job market, revising the dissertation into a manuscript, etc. The workshop can also serve as a venue for the discussion of work-in-progress. The Director of Graduate Studies also works with the History Graduate Students' Association to address student concerns on academic and other matters within the university and department. The Director of Graduate Studies may be called upon to resolve grievances, adjudicate infractions, and to clarify department policies related to graduate education.

STUDENT-FACULTY COMMUNICATIONS

The comparatively small size of the program makes informal relationships possible between faculty and students. This is one of the strengths of the Hopkins system, enabling a student to approach a faculty member whose research interests are different from those of the student, but with whom the student may wish to consult on a point of information or methodology.

The History Graduate Students' Association (HGSA) was founded in the early 1970s and all graduate students in the Department have automatic membership. The HGSA steering committee consists of two co-presidents, a secretary, and a treasurer. These officers also work closely with the history department's representatives to the GRO (Graduate Representative Organization). Elections of officers and GRO members are held at the start of the fall semester. Co-presidents typically serve alternating two-year terms, while the secretary, treasurer, and GRO representatives serve one-year terms.

The HGSA represents the concerns of the graduate students on academic matters in the Department (and at the University level, in cooperation with the Graduate Representative Organization). The HGSA co-Presidents serve as liaisons between the graduate students and the Director of Graduate Studies and Chair, for instance by coordinating student involvement and input during job candidates' visits to campus. Graduate students are encouraged to contact the co-Presidents with problems or suggestions.

In consultation with the Chair, the HGSA invites two speakers per year to the Seminar. Any student may nominate a possible seminar speaker, and graduate students then vote on two speakers from

among the nominees. HGSA hosts informal lunches or conversations with its seminar speakers and all graduate students are invited to attend.

The HGSA also aims to enhance collegiality and sociability among graduate students. The HGSA hosts two main social events per year, one near the start of the fall semester and one during admitted students' weekend.

MASTER OF ARTS DEGREE

Normally only those students whose intent is to proceed to the PhD degree are admitted for graduate study, but the Department does offer the MA degree. This may be obtained in the following manner:

CONTINUING MA

This degree is automatically awarded to those doctoral candidates who successfully complete all field examinations and have met all language and other requirements of the Department and are eligible for post-certified classification.

MA AS A TERMINAL DEGREE FOR THOSE ENTERING AS PHD CANDIDATES

In all but rare instances the MA degree is offered as a rite of passage for students who commenced graduate study with the intention of pursuing their studies to the successful completion of the dissertation. Because changes of intention, of external circumstances, or because of failure to meet departmental requirements for approval as a post-certified graduate student, a student may be awarded an MA degree at the end of his or her second year of graduate study. Should a student at the end of the first year of graduate study have failed to meet departmental requirements, and should the faculty sponsor(s) be unable to recommend that the student continue to the second year of graduate study, the student may be awarded an MA degree if he or she has met the basic requirements for the terminal degree.

BA-MA DEGREE (more information is included in the Undergraduate Student Handbook)

Students admitted to Hopkins as undergraduates, and who demonstrate exceptional ability and promise, may be admitted by the Department for a course of study which will culminate in the award of a combined BA and MA degree within four years. Such admissions are exceptional. To apply for the BA/MA degree, students must submit a formal application to the graduate coordinator by December 15. Their application must include two letters of recommendation from faculty, a letter of support from a faculty sponsor who has agreed to supervise a masters thesis and admit the student into a seminar, a personal statement and proposal for a research project, and a writing sample, preferably a research paper. For details, interested students should consult the Graduate Coordinator for details no later than the first semester of their junior year.

DISCIPLINE and GRIEVANCES

In the event of unsatisfactory progress toward the degree, an advisor, acting in consultation with the faculty advisory committee and the student, may determine that it is preferable for the student to graduate with a terminal masters' degree rather than continuing in the program. In the event that the student and advisor are unable to come to an agreement, the Director of Graduate Studies or Chair may be called upon to mediate.

Matters of intellectual and professional integrity are of the utmost importance in an academic community. Penalties for plagiarism will be adjudicated by the graduate board, and punishment may include expulsion from the program. Short of expulsion, in ethics cases not involving plagiarism, the department reserves the right to penalize a student by withholding a percentage of that student's stipend. A document signed by the DGS, the student, and the advisor will be placed in the student's permanent file.

The Krieger School of Arts and Sciences has a formal policy to address student grievances. For further information, in cases not involving sexual harassment, please see:
<http://www.grad.jhu.edu/downloads/Homewood%20Grievance%20Policy%202011.pdf>

Grievances involving sexual harassment may be brought to Susan Boswell, dean of students, Mattin Center, 410-516-8208; Ray Gillian, assistant provost and director of equal opportunity for the university; or Kevin McDonald, associate director for compliance and conflict resolution, 130 Garland Hall, 410-516-8075.

THE DEPARTMENTAL SEMINARS

Seminars constitute the core of the graduate program in history. Students are not only required to attend these seminars, but are expected to participate. No grades are given nor is there any record of attendance, but students should recognize that the extent to which he or she participates in such open discussions may form part of the knowledge which faculty members have of a student, and thus may come to be another factor in the evaluation of a student's progress and performance. Letters of recommendation for financial aid or for placement often refer to a student's participation in debate or discussion in Seminars.

There are three categories of seminars:

“THE SEMINAR”

The Department Seminar, which meets every Monday from 4-5:30, is primarily intended for discussion of research in progress. In general, it affords the opportunity to engage in a conversation about a pre-circulated working paper or a finished paper prior to submission for publication. Such papers are presented by members of the faculty, advanced graduate students, or guests of the Department. The Seminar serves as a forum for intellectual exchange and is a major venue for interaction among members of the department community. Faculty and graduate students are expected to attend, and participate in The Seminar on a regular basis. The faculty member responsible for inviting a Seminar guest may encourage the visitor to have lunch or an informal conversation with his or her graduate students on the day of the Seminar.

REGIONAL SEMINARS

These are offered in the major areas of concentration of the Department. The Regional Seminars have been, and continue to be, effective instruments for the lively exchange of ideas between faculty and students, and for the rigorous examination of research papers and proposals. Faculty members as well as students are expected to attend meetings of those General Seminars relevant to their fields of study. In addition, each graduate student is required to present his or her first year paper to a Regional Seminar during the first year of graduate study.

PROFESSORS' SEMINARS

Such seminars are conducted by individual professors in their immediate areas of research and specialization, but have the broader purpose of providing training in historical concepts, methodology, and/or the writing of research papers. These seminars are organized in different ways. Some amount to graduate courses, with weekly reading and writing assignments. Others are more loosely organized. Graduate students are expected to attend the seminars of the professors with whom they are preparing general exam fields.

THE FIRST YEAR PAPER

The Department expects all entering graduate students to produce an original article-length research paper (30-40 pp.) within their first year. Students have the opportunity to discuss their progress on the paper in the first year workshop, in professors' seminars, and with their peers. They should plan to meet with their primary advisors frequently to discuss sources and ideas. The First Year Paper is considered complete upon formal presentation to the appropriate regional Seminar shortly after spring break. The paper should be ready for pre-circulation at least one week prior to the date of its presentation. Students have considerable control over the choice of subject matter; it is not required that the first year paper be forerunner or component of the dissertation, although in many cases, it can be. The Department awards the Butler Prize, a cash award presented annually to the author of what the Department's Graduate Committee deems to have been the year's best first year paper. First year students have in some cases successfully submitted their papers to peer reviewed journals for publication.

LANGUAGES

The University requirement for the MA and PhD degrees is competence in one foreign language. No substitution, such as mathematics, statistics, or computer languages, is permissible. In the Department of History, students are required to have a reading knowledge of those foreign languages necessary for satisfactory completion of their program of graduate study. Ordinarily no student is admitted unless his or her record indicates an ability to read at least one foreign language. Students should be prepared to demonstrate such competence upon arrival at Hopkins. In the case of foreign students from non-English speaking countries, they may be permitted to use their native languages in compliance with the language requirement. As a rule the Department will approve such substitutions provided there is sufficient assurance that there exists a reasonable body of literature, pertinent to the student's area of specialization.

Departmental requirements are as follows for students in the following areas:

Continental European and Early Modern British history: students must have a reading knowledge

of at least two languages in addition to English. Students in medieval history are also required to have a reading knowledge of Latin as well as the two languages in addition to English. For Modern British history, students must have a reading knowledge of one language in addition to English.

American history: students must have a reading knowledge of at least one language in addition to English.

Latin American and Caribbean history: in addition to English, students must have a reading knowledge of at least two of the following languages, depending on their areas of specialization: French, Spanish, Portuguese, and Dutch.

African history: all students must have a reading knowledge of one language in addition to English. Students may fulfill this with one additional European language or an African language. French is highly recommended but not required.

East Asian history: all students must have a reading knowledge of three languages: English, Chinese, and Japanese. Students of Early Modern Chinese History are expected to have a strong command of Classical Chinese.

Decisions as to which languages are required, and how the requirements will be met in the case of non-standard languages, are made by the faculty advisor(s) in consultation with the student.

Funds for specialized language study may be made available to graduate students for whom intensive study of a second or third research language is required. This is a different funding category from research support and students may apply for support without first exhausting their research budgets. The student's advisor should provide a letter to the DGS testifying to the urgent need for a period of intensive language study. At this time, the department is able to provide up to a maximum total of \$5,000 toward specialized language study, in cases where Hopkins does not have an equivalent offering.

On a case by case basis, funds may be made available to support short-term specialized professional development courses (such as paleography, oral history, digital humanities) at other institutions. In such instances, the maximum award is \$1000.

LANGUAGE EXAMINATIONS

Students are expected to pass a written examination in one language within a month after entering the Department, and must do so before the end of their first year. Language examinations are given in the Department in the second full week of each semester and during the last full week of the spring semester. Customarily, examinations comprise the translation into English of part of a scholarly article or review, of some 500 words. The use of a dictionary is permitted, unless otherwise stipulated. The Department does not permit substitution of this examination requirement by achievement at a certain percentile on the Graduate School Foreign Language Test (GSFLT) offered by the Educational Testing Service, nor by obtaining a grade of pass in a language course. Students of whom competence in two or more languages is required must fulfill departmental requirements as to competence in at least two languages before taking the field exams. Students of

whom competence in a third language is required must establish with their major professor a schedule as to when this particular requirement must be completed.

Students intending to take language examinations administered by the Department must register with the Graduate Coordinator. The student will be notified of results in such examinations. The Department Chair certifies the successful completion of the language requirement to the Department Administrator, who makes a notation in the student's personal file.

COURSES OUTSIDE THE DEPARTMENT:

Students are welcome to enroll in or audit courses in other departments and programs. Such courses might include language courses, courses related to computer programming or data management, or seminars in cognate fields in the humanities and social sciences. Students interested in acquiring knowledge of statistics, accounting, or marketing—whether in order to pursue a career outside of the academy—or in preparation for future service to their department, should look at what is being offered by the **Center for Leadership Education in the Whiting School of Engineering**. This program includes many courses (including financial and managerial accounting, financial statement analysis, and professional communication, etc.) which may be of interest particularly to first and third year students. They also offer free courses in English as a second language and public speaking. Some of these courses are available during intersession—including a course in personal finance. Here's a link to their course offerings: <http://eng.jhu.edu/wse/cle/page/master-course-list>

FIELDS

The Department requires students to have command of four fields (areas of specialization) approved by the faculty sponsor. They are as follows: the major field, which is customarily pursued under the direction of the faculty advisor or advisors, and bears directly on the topic of the dissertation; and three other fields. In the choice of these other fields there is considerable flexibility. Customarily at least two of these are in history, but it certainly is possible for students to pursue one or two of their other fields in disciplines outside. It is not possible to take examinations in more than one field with the same professor. It is, however, possible to do a single field which is supervised by two professors.

Fields represent areas of expertise and teaching competence. In selecting and defining their fields, students are often advised to consider both their own intellectual affinities and the demands of the job market. For instance, students in early modern Chinese history are strongly encouraged to complete fields in Japanese history and/or a social sciences approach to contemporary China.

The Department encourages students to pursue a course of studies which will provide an interdisciplinary or trans-regional perspective. Students are in many cases encouraged to select at least one field outside their geographical, temporal, or thematic area of emphasis. The Department will cooperate with other departments of the University to work with students in fields that cross, or lie between, conventional disciplines. Usually, participation in a professor's graduate seminar, culminating in an examination and/or a research paper, is necessary for a field. However, students are generally also expected to do more independent reading beyond the set readings for the seminar. Fields are most often constructed around a list of readings selected by the student, the relevant faculty member, or by the two working in collaboration. The fields can be defined

geographically or temporally or topically.

Requirements for fields vary on a case by case basis. Customarily the student will be required to attend the professor's seminar in the area of the major field, and will, when possible also attend the most appropriate Regional or faculty Seminars. Auditing seminars on the part of advanced students is a strong tradition in the department. Graduate students are expected to go through the usual formalities of registration for such courses, although they may or may not wish to receive credit for attendance and may or may not be required to complete written requirements. The amount of classwork varies considerably from professor to professor. Course credit is not given for this work.

The order and manner in which a student meets the field requirements is to be agreed upon by the student and faculty advisor. Ordinarily students will prepare an extensive reading list in advance of the examination. All written work produced in connection with fulfillment of the four fields is, under ideal circumstances, placed in the student's file maintained by the Graduate Coordinator. While there is flexibility, ordinarily at least two fields should be pursued in the first year in sufficient intensity to allow a reliable assessment of the student's performance by the end of that year. By custom, at least one field is completed in its entirety by the end of the first year.

FIELD EXAMINATIONS

The four fields constitute areas of teaching expertise and preparation for the writing of the dissertation based on extensive reading, usually in relevant secondary literature. But it is not enough simply to read. Competency must be demonstrated. Students are evaluated both on the basis of written work and, in the case of three of the fields, through examinations, both written and oral. Students advance to candidacy upon their completion of an oral examination administered by three of the field supervisors. These written and oral examinations are collectively known as "qualifying examinations" or "comprehensive examinations." These qualifying examinations are treated by both students and faculty as a major benchmark in the student's trajectory through the Ph.D. program.

One field, designated the first year field, will be passed by written work, either consisting of an examination or research paper, as determined by the professor, by the end of the second semester, or exceptionally by the beginning of the third semester of graduate study. The professor should certify completion of the field in a note or report submitted to the graduate administrator for the student's permanent file.

The remaining three fields, designated as qualifying fields, will be tested by written work, in general including an examination, historiographical essays, or research papers, as determined by the professors. At the qualifying oral examination these three fields shall be represented; if any field advisor is unable to attend, his or her department Chair shall appoint a substitute.

The qualifying examinations are nearly always completed by the end of the fourth semester of graduate study. If exceptional circumstances warrant, these examinations may be postponed to the beginning of the fifth semester, but only upon acceptance of a written request from the student's advisor by the Graduate Committee.

To be eligible as a candidate for these qualifying examinations a student must have demonstrated fulfillment of their language proficiency requirements. There will be no exceptions to this rule.

SCHEDULE OF QUALIFYING FIELD EXAMINATIONS

Written field examinations are given three times during the academic year. The written parts of the examination will always be given (and only given) on alternate week-days during the first full week of classes at the beginning of both the first and second semesters, and during the second to the last full week of classes of the second semester. No special notice will be sent to the students concerning the examinations. The student must register with the Graduate Coordinator a statement of intent to be a candidate for these examinations. The oral part of the examination will usually be scheduled within one week after the written examinations, and is customarily of between one and two hours duration. Written examinations will be no more than eight hours duration, and students are assured of a 24-hour rest period between each such written examination. The written examinations will be picked up at 8:00 a.m. on the morning of the examination and returned no later than 4:30 p.m. the same day. Exams will normally be picked up from and returned to the Graduate Coordinator.

FORM OF THE EXAMINATION

The nature and content of the written examination will be established by the professor supervising the field. In the past, formats have included a stipulated number of essays selected by the student from a wider choice, a lengthier essay or survey of one specific topic, or even a suggested outline-with readings for a proposed graduate or undergraduate course. If a professor offering a field wishes to require a research paper in lieu of a written examination, this is his or her prerogative. Such a research paper may have been presented to a seminar, but it is not in lieu of the First Year Paper. The oral examination will be conducted by those three professors who have supervised the student's qualifying fields. Generally each professor will question the student for 15 or 20 minutes not merely on those questions answered or unanswered by the student during the written examination, but on issues in the more general area of the field.

The results of oral examinations are: **distinction, pass, low pass, fail**. The results of such examinations, when successful, will be communicated to the department's graduate administrator, or to the Director of Graduate Studies for recordation.

There are no exceptions to the above schedule nor can exemptions from these requirements be made. Professors who are on leave at the time of the written examination will be expected to provide the Graduate Coordinator with a written copy of the examination which will be given to the student. This examination paper will then be forwarded to the professor for evaluation, and the professor will make comments and a written evaluation to a substitute who will conduct the oral examination. Three fields shall be represented at the oral examination; if any field advisor is unable to attend, his or her department Chair shall appoint a substitute examiner. A student may, with the approval of the faculty sponsor and on the recommendation of the faculty advisory committee, postpone examinations for one year. In such cases financial support will not be provided for this third (postponement) year. Students may enroll at their own expense or they may take a year away from formal instruction at The Johns Hopkins University. In all other respects a postponement takes place without prejudice to a student's future academic standing, and may be recognition of the varied

levels of preparation which students bring to graduate work and of the different requirements for qualifications in different fields.

DISSERTATION

Normally students are working on their dissertations during the third, fourth, and fifth years of graduate study. Before commencing dissertation research, students are strongly advised to present a prospectus or plan of research to one of the Seminars.

General regulations with respect to the format of dissertations are established by the Graduate Board of the University <http://www.grad.jhu.edu/academics/gradboard/>. Further information can be obtained by contacting the Graduate Coordinator. Other matters of style and form are determined by the faculty sponsor. For more details consult the Dissertation Requirements as appended.

For Commencement, a doctoral robe is available on loan from the Graduate Coordinator on a first-come, first-served basis. In order to insure the availability of the gown, please reserve early.

DISSERTATION REGULATIONS

It is to your advantage to register your dissertation topic with the American Historical Association as soon as the topic has been clearly defined. Forms for use can be obtained from the Graduate Coordinator.

DISSERTATION DEFENSE

The Graduate Board of The Johns Hopkins University sets certain general regulations governing the dissertation defense <http://www.grad.jhu.edu/academics/gradboard/>. After a candidate's dissertation has been approved by the supervisor and a second faculty reader (who is usually, but not necessarily, a member of the Department), the student must make available copies of the dissertation two weeks in advance for the doctoral examining committee. The student shall deliver a brief account of the findings of the dissertation. The defense will be publicly announced and open to all. It will be attended by the doctoral examining committee of five members approved by the Graduate Board three members from within the Department, and two members from without. At the conclusion of the graduate's presentation the members of the doctoral committee will be free to pose questions to the candidate. Usually each examiner is allotted ten or fifteen minutes. Others attending the defense may be invited to question the candidate. The candidate and guests will then withdraw from the room so that the committee can deliberate over the candidate's thesis and performance during the oral examination. Members of the committee will vote according to the rules of the Graduate Board.

PROFESSIONAL DEVELOPMENT

The members of the Department recognize a responsibility to assist students in finding a job. The faculty does its best to facilitate students' progress through the job search process, organizing information sessions and mock interviews and advocating for students on the job market. The graduate workshop organized by the Director of Graduate Studies offers sessions related to the job market in both the spring and fall semesters. It is the department's policy to be as supportive as possible of students entering the job market. We try to make funds (up to \$500/student) available to assist students interviewing at the AHA annual meeting or at an equivalent professional conference, such as the African Studies Association. However, our funds are not adequate to fully offset the cost of attending the meeting.

Information about academic jobs in history is made available formally through advertisements in the Chronicle of Higher Education and in the Employment Information Bulletin issued at regular intervals by the website of the American Historical Association, THE H-NET WEBSITE; it also is learned informally through personal contacts by faculty members or graduates with colleagues elsewhere, through the "grapevine," or through letters sent to individual faculty members announcing openings in their fields and soliciting names of potential suitable applicants. All advertisements and announcements are posted outside the departmental office and announced via email to students and faculty. The Department has also created a password protected electronic bulletin board listing jobs, fellowships, and other opportunities to which all students have access. Students and former students are also welcome to join Hopkins History Network, a Facebook group created by an alumna to facilitate networking.

While there are no set procedures to be followed by graduates seeking employment, the following should be borne in mind: in November or December of a student's fourth year, he or she should establish a dossier in the Placement Office. This dossier will contain a curriculum vitae (listing thesis topic, advisors, completion or proposed completion date, publications, papers delivered at professional meetings, teaching experience, relevant administrative or other experience, areas of research and teaching capabilities) and at least three letters of recommendation from those most familiar with the student's work. The Placement Office levies a fee for this service. Students should visit the Placement Office for further details for establishing a dossier.

Students preparing for the academic job market also should prepare a number of syllabi for courses that they are prepared to teach, including survey and seminar type courses, and assemble evidence of teaching competency from their teaching evaluations.

DEPARTMENTAL POLICY ON FINANCIAL AID

The Department funds every admitted student in essentially the same way. We have found that this approach to funding promotes collegial relationships within the graduate cohort. Financial support is awarded upon admission and thus is granted on the basis of scholarly promise and performance. International students receive exactly the same financial aid package as their American counterparts. Funds are intended to attract outstanding applicants and to provide financial support during their years of graduate study, provided that they continue to meet our academic standards.

Students receive funding from the department for five years. They must use their five years of department funding within six years and thus may reserve one year of department funding in the event that they apply for and receive external support for a year of dissertation research. Students are for this reason encouraged to pursue outside grants.

Students receiving outside support **must** notify the Graduate Coordinator immediately. If a student

receives outside money either in the form of a supplemental outside grant or as payment for outside work in any given academic year exceeding 50% of their department stipend, then the stipend is reduced accordingly. This pertains unless the outside grant is intended to fully replace the student's stipend, as in the case of a program like Fulbright, in which case the student may choose to reserve the department funding for a "write up year." This policy is intended to encourage students to pursue prestigious and/or remunerative opportunities beyond our department.

The department encourages students to pursue archival and library research and recognizes that this can be costly. Each student is provided with a modest research budget upon entering the program, as described in the student's acceptance letter. Students should turn first to their personal research budgets to support their research activities. If and when those funds are exhausted, they can then apply to the department (via the DGS and Graduate Coordinator) for additional support which will be disbursed according to need and pending availability on a case by case basis. They are also advised that additional funds may be available through research travel grants offered by Africana Studies, Latin American Studies, Women, Gender, and Sexuality Studies, the Singleton Center, and East Asian Studies. Libraries and archives also often offer grants to support research using their collections as do professional organizations like the Association for Asian Studies. These options should also be explored and utilized whenever possible.

Students presenting at professional conferences are eligible to apply for departmental support through the Frederick Jackson Turner Fund. Applications should be directed to the Graduate Coordinator. Funds are awarded on a rolling basis; plan ahead. Students should be aware that they are eligible to apply to the FJT fund more than once.

TYPES OF FINANCIAL SUPPORT

Teaching Assistantships

Graduates who receive financial support under this rubric are required to perform designated duties such as acting as section leaders and grading papers in introductory courses or in other courses with heavy enrollments. Students accepting teaching assistantships enter into a contractually binding relationship with the Department. The workload is 15 hours per week for a 30-week academic year. Part of the salary received for this work is subject to U.S. and State income tax. Such students also receive full tuition.

In accordance with present University policy, teaching assistants are required to fill out a Financial Aid Form available in the Financial Aid Office to determine eligibility for work-study. Ineligibility for work-study will in no way affect the award of a teaching assistantship.

No student may hold more than one teaching assistantship at the same time, although they may be asked to serve as a teaching assistant for two sections of the same course as part of a single teaching assistantship.

A certain number of fellowships are also available annually from the Program on Women, Gender, and Sexuality, from the Jewish Studies Program, and from the Africana Studies Program. Some of these are awarded at time of admission, and others after a competitive application process after

completion of fields. More information is available on these fellowships from the individual programs.

Dean's Teaching Fellowships

These fellowships, which carry a stipend, allow advanced graduate students in the Krieger School of Arts and Sciences to teach a one-semester course of their own devising. Students are eligible for them after completing their fields. A competition is held annually in the fall semester for courses to be taught in the following academic year.

Teaching Opportunities in Area Studies Programs

The programs in Women, Gender, and Sexuality Studies, Jewish Studies, Africana Studies, and East Asian Studies also offer remunerated opportunities for advanced graduate students to teach their own courses. Students should inquire about these opportunities with the relevant program coordinators.

Butler Freshman Seminars

Under the auspices of this program, graduate students who have exhausted their department funding will have the opportunity to develop their own course on a topic of their choosing, suitable for the instruction of freshmen and relying extensively on primary source materials. Each semester, one such course will be selected competitively by the graduate committee. On deadlines and for further information, see the Graduate Coordinator.

DISTRIBUTION OF FINANCIAL AID

All decisions as to the distribution of all forms of financial aid are made by the Committee on Graduate Studies. Three members of the History Department are appointed to this Committee for terms of three years by the Chair of the Department, with the DGS as *ex officio* chair of the Committee.

COMMITTEE PROCEDURES FOR CONTINUING STUDENTS

1. The Committee makes its awards on the basis of numerical evaluations submitted by two professors chosen by the student and the faculty sponsor's written evaluation of the student's performance. Students may choose professors who are from outside the Department with whom they have done extensive work. The Committee is also willing to consider non-numerical evaluations from additional professors for purposes of information and clarification.
2. The Committee encourages students beyond the second year of graduate study to seek outside sources of financial aid. Students beyond the second year are required to inform the Director of

Graduate Studies in writing of their efforts to obtain such aid for the following academic year by November 1 of each year.

3. The Graduate Committee is prepared to provide funding to students for a maximum of five years.

4. In all cases students will be informed of their awards in writing, and acceptance of certain awards is tantamount to a contractual agreement if service to the Department is a condition of the award.

5. The Committee normally does not consider financial aid applications from students who are beyond their sixth year of graduate study.

6. Students receiving departmental aid should be aware that they have the responsibility to inform the Graduate Coordinator immediately if they are fortunate enough to obtain an outside fellowship.

7. Normally first-year students receive stipends and second-year students teaching assistantships. In their third, fourth, or fifth years of eligibility all students are initially assigned teaching assistantships. If the assignment of an assistantship is not congruent with their plans for completing the dissertation, they may inform the Graduate Committee in writing of their particular needs. The Graduate Committee will make every effort to grant a non-teaching stipend provided that the department is able to maintain its instructional program. All students are obligated to serve as teaching or research assistants for a total of four semesters over the course of their five years of department support.

DISTRIBUTION OF FINANCIAL SUPPORT TENURE OF AWARDS

In the case of incoming students, the Committee normally grants financial support for five years, provided the student demonstrates the appropriate standard of academic success. Students must reapply annually for support; such a renewal is conditional on the continuation of satisfactory performance evaluations. For the terms of their own particular fellowships, students should refer back to the letters they received upon admission to the department.

APPLYING FOR CONTINUING FINANCIAL SUPPORT

Students must submit funding renewal forms in the spring if they wish to continue to receive departmental support in the subsequent year. These forms require students to solicit the support in writing of their faculty advisors. The advisor will use the form to register the fact that the student has met the requirement to demonstrate satisfactory academic performance in order to receive continued funding support. The form also occasions an annual opportunity for the advisor formally to evaluate and discuss the student's progress with the student.

OTHER FELLOWSHIPS

Foundations, the federal government, international agencies, foreign governments, and corporations provide financial support for graduate students, tenable at The Johns Hopkins University. Such support may be unconditional, may require a period of residence in a specific country, may be short or long term, and may be used for travel, or purchase of essential equipment or supplies, etc. In many cases such grants bring not merely financial support to the recipient, but also recognition of academic excellence. Students are encouraged to apply for such grants and students from this Department have been very successful in securing such funds. Students should discuss the

availability of such grants with their faculty sponsors and should consult advertisements for such grants posted outside the History Department office and the Department's electronic bulletin board. and further sources of more wide ranging information are available in the reference section of the M.S.E. Library and on foundation websites.

DEPARTMENTAL PRIZES

BUTLER PRIZE

The Butler Prize is awarded annually to the best paper written by a first-year student and presented to one of the General Seminars. Each year the Chair of the Department appoints a faculty committee to select the winner. Papers are normally nominated by faculty sponsors. The Prize was established in 1957 by Dr. Alexander Butler, a graduate of the Department.

GRADUATE STUDENTS AND THE IRS

Tax questions should always be addressed to the JHU tax office at tax@jhu.edu.

PAYCHECKS

Students who are awarded a stipend or a teaching assistantship will receive semi-monthly paychecks. These checks are issued on the 15th and the last day of the month (September through May). If the 15th or the last day falls on a weekend or holiday, checks are distributed on the last working day prior to the 15th or the last day of the month. Students are required to set up direct deposit in order to receive their paychecks.

NATIONAL DIRECT STUDENT LOANS (NDSL)

National Direct Student Loans (NDSL) are made to students on the basis of financial need, which is defined as the difference between what a student can contribute to the cost of advanced study and the actual cost. Loans are usually offered at low interest rates, and can be repaid over an extended period after the student leaves the institution. Eligibility for these loans is determined by the uniform methodology performed on the Financial Aid Form (FAF).

GUARANTEED STUDENT LOANS (GSL)/FEDERALLY INSURED STUDENT LOANS

A fact sheet containing current regulations is available in the Financial Aid Office in Garland Hall.

JOHNS HOPKINS EMERGENCY LOANS

A graduate student may borrow up to \$300 on an emergency basis for up to 90 days (interest free) to help with school-related emergencies. This type of loan usually takes 14 days to process.

FURTHER INFORMATION/APPLICATION FORMS

Students seeking further information concerning these loan programs and application forms should contact the Director of Financial Aid in Garland Hall.

EMPLOYMENT OUTSIDE THE UNIVERSITY

The Baltimore-Washington area provides frequent opportunities for part time posts. These may range from a teaching post in a local private school or private tutoring, to a consultancy with a neighborhood history project, or a part time lectureship in a nearby college or university. Most such jobs are more suitable for students in their third or subsequent years, and indeed the view of the Department is that first and second year students are under sufficient pressure to meet the departmental requirements and should be discouraged from seeking outside employment. Regardless of the year of graduate study, all students should balance the financial gain against the time that could otherwise be devoted to study or to the writing of a dissertation. Students must notify the Graduate Coordinator of their outside earnings. Students are allowed to earn up to 50% of the amount of their stipend as payment for outside work in any given academic year. Earnings in excess of 50% of their department stipend will be deducted from the stipend.

STRESS MANAGEMENT

The pursuit of a Ph.D. can be a mentally and emotionally grueling process; the gratification of passing tangible milestones can seem to come too seldom. Most graduate students experience at least some measure of depression, stress, or reduced self-esteem. Many find it helpful to seek professional assistance, such as that offered by the university's Counseling Center. It is crucial that students are aware of these challenges. They should keep in mind that most of their peers and indeed, many of their mentors have had similar feelings at some point in their studies.

Many students find that regular physical exercise, adequate sleep, and a balanced diet help fend off stress and depression. Graduate students have access to the university's fitness center and may wish to avail themselves of fitness classes or participate in intramural sports organized by the GRO. Students may wish to explore nearby parks and wildlife areas, learn a new skill, make music, or take up a volunteer activity in order to vary their routine. The GRO (Graduate Representative Organization) has compiled information on social and recreational activities available to graduate students at Hopkins. Please visit their website for further information <http://gro.jhu.edu/>.

STUDENT FILES

With the passage of the Family Educational Rights and Privacy Act (1974), there are rules under which the University discharges its obligation in accordance with the Act. The Department has thus developed guidelines concerning student files and access to information contained therein. These are as follows:

CONTENTS OF FILES

The following items of information are in the files of graduate students maintained by the Graduate Coordinator: admissions materials, payroll information, copies of registration forms, financial aid data, correspondence with, or concerning, the student, seminar and other papers, language competence certification, copy of transcript, evaluations for financial aid, advisory committee report. Students are reminded that there may be information in their files to which they have waived their

right of access. Faculty members have access to the student dossiers maintained by the Graduate Coordinator.

DEPARTMENTAL POLICY

No educational record maintained in this Department will be made available to outside agencies or individuals, except duly authorized University officers. None will be transmitted to the Placement Office.

1. Students have access to educational records in their files, without prejudice, through written application to the Chair identifying the document or documents sought. Should the student be uncertain what document might contain the information he or she seeks, or should the status of any document in question be uncertain, the student should consult with the Chair about how to proceed.
2. Fellowship renewal forms prepared for the Committee on Graduate Studies include conventional formulae whereby each student may waive or reserve right of access to information provided the Committee by his or her advisors.
3. The files will not be weeded in anticipation of student access.

DEPARTMENT SERVICES

LOUNGE AND COMPUTER SERVICES

The Bill and Lois Diamond Graduate Lounge on the 3rd floor of Gilman Hall (Gilman 340) houses several computers. Students have access to the department copier and printer and have a per-semester quota for printing and copying. They also are permitted to use the department's fax machine. Students should check with the department administrative assistant regarding quota limits for printing and copying. The cost of duplication in connection with a student's responsibilities as a Teaching Assistant will be borne by the department.

Students obtain university email accounts and web storage space from the university computing services. For more information, go to

http://webapps.jhu.edu/jhuniverse/information_technology/getting_started/

MAIL HANDLING

Mail is delivered to students' departmental boxes daily. Students absent from campus for any length of time should leave a forwarding address with the administrative assistant in the main departmental office so first-class mail can be forwarded.

LIBRARY FACILITIES AND SERVICES

The Milton S. Eisenhower Library maintains extensive holdings adequate for graduate research in most areas. It also maintains subscriptions to the most important electronic databases for scholarly research, including JSTOR, Project Muse, EEBO, ECCO, and ARTFL. Interlibrary Loan can help offset deficiencies in the collection; they are usually quite efficient in fulfilling reader requests.

The Library has lounges, reading areas, group study spaces, and special collections. Graduate students may wish to obtain access to a locker for their own use. A locker may be obtained by applying to the departmental Graduate Coordinator. The stack master of the Library requires a small deposit (\$5) to be paid for keys for lockers. Occasionally, when a faculty member is on leave or during vacation, he or she may permit the use of his or her library study by a graduate student. It should be emphasized that this is a purely personal arrangement between faculty member and student and carries no official sanction.

Students who are on leave of absence, non-resident status, or who are studying abroad should not leave books or personal belongings in their lockers. Usually such lockers will be reassigned to resident students since the Department has a severely limited number of lockers at its disposal.

Graduate students are also able to take advantage of the Eisenhower Library's "Eisenhower Express" system. Books and articles may be requested via the library's webpage and delivered directly to the student's departmental mailbox (in the case of articles, a photocopy or electronic file will be provided). For more information, please see <http://library.jhu.edu/>.

APPENDIX

JHU Mentorship Commitments of Faculty Advisors and PhD Students

This document outlines mentoring expectations of faculty advisors and of PhD students at Johns Hopkins University. These expectations should be discussed together.

Faculty advisors should commit to the following responsibilities:

Training:

- **The PhD advisor has the responsibility to mentor the PhD student.** This responsibility includes committing to the training of their PhD student, building on the PhD student's individual professional background and in support of their individual professional aspirations.
- **The PhD advisor has the responsibility to participate in ongoing and regular meetings with their advisees to discuss academic and research progress.** The advisor and student should agree on expected frequency of and preparation for meetings and use meetings to brainstorm ideas, troubleshoot challenges, and outline next steps. The advisor should identify a co-advisor/mentor should the primary advisor be unavailable for an extended period (sabbatical, leave, etc.).
- **The PhD advisor has the responsibility to participate in a formal annual meeting with the student to discuss academic progress and next steps in the academic program.** This responsibility includes helping to ensure that the document summarizing this annual discussion is completed and submitted in accordance with program requirements.
- **The PhD advisor has the responsibility to encourage their advisees to reach out, as relevant, to additional co-advisors or informal mentors.**
- **The PhD advisor has the responsibility clarify the student's funding package and to clarify any work and/or teaching expectations associate with the package.**
- **The PhD advisor has the responsibility to contribute to a training environment that fosters independent, scholarly research, and professional growth.**

Research

- **The PhD advisor has the responsibility to provide guidance in scholarly research.** This responsibility includes helping to identify a workable research project and helping to set reasonable goals and timelines for research completion. The advisor should encourage the student to expand their skill sets and share ideas with others at Johns Hopkins and externally.
- **The PhD advisor has the responsibility to monitor research progress.** The advisor should encourage effective use of time. The advisor should meet regularly with the PhD student to hear updates on progress, results, and challenges in activities and research.

Professional development:

- **The PhD advisor has the responsibility to discuss career development with the PhD student, including in any number of sectors of interest to the student.** PhD advisors should assist in identifying resources to further the student's professional goals.
- **The PhD advisor has the responsibility to participate in a formal annual meeting with the PhD student to discuss professional development goals.** The advisor should help to ensure that the document summarizing this discussion is completed and submitted in accordance with program requirements.
- **The PhD advisor has the responsibility to nominate the student for relevant professional opportunities and try to connect their advisees to relevant professional contacts and networks.**
- **The PhD advisor has the responsibility to allow time outside of research for student engagement in professional development activities** including, for example, skill building workshops, professional conferences, additional research collaborations, or other informational sessions.

Respectful engagement and well-being:

- **The PhD advisor has the responsibility to treat their advisees, other students, and colleagues with respect at all times.**
- **The PhD advisor has the responsibility to commit to being available to meet with the PhD student.** The advisor and the student should agree on expected frequency of and preparation for meetings, and expected timeframe for responding to emails and for providing feedback on work products. The PhD advisor should give their full attention during meetings and should reach out to PhD students who are not making contact.
- **The PhD advisor has the responsibility to be supportive during both successful and discouraging periods of training.**
- **The PhD advisor has the responsibility to communicate in a respectful and constructive manner, including if the advisor has concerns that the PhD student is not meeting the expectations outlined in this document.** This responsibility includes using concrete and specific language when providing suggestions or critiquing work.
- **The PhD advisor has the responsibility to take an interest in the student's well-being, to listen to any concerns, and to connect the student, as appropriate, with additional resources.**

Policies:

- **The PhD advisor has the responsibility to become familiar with and respect University, school, and program policies for PhD students.** The advisor will acknowledge all PhD student benefits and entitlements, including, as relevant, paid and unpaid leave.
- **The PhD advisor has the responsibility to discuss with the student relevant policies, commitments, and expectations related to funding, work, research assistantships, teaching assistantships, sick leave, or vacation.**

Responsible conduct:

- **The PhD advisor has the responsibility to become familiar with university and professional codes of responsible conduct for PhD students.** This responsibility includes reporting any possible violations as required to relevant parties, including to the relevant Dean's office and to the Office of Institutional Equity.
- **The PhD advisor has the responsibility to discuss and help clarify authorship or intellectual property issues and appropriately recognize the student's contributions to any collaborative work.**
- **The PhD advisor has the responsibility to model professional behavior in both interpersonal interactions and in scholarly integrity.**
- **The PhD advisor has the responsibility to complete Title IX Training regarding sexual misconduct and sexual harassment as required by the University.**
<http://oie.jhu.edu/training/>

Continuous quality improvement as an advisor:

- **The PhD advisor has the responsibility to participate in mentor training and best practices discussions.** This responsibility includes striving to be a better mentor and to learn tips and practices that improve their work and skills as an advisor.
- **The PhD advisor has the responsibility to ask advisees for constructive feedback on mentoring.** This responsibility includes doing their best to respond professionally to these suggestions and consider whether or how best to incorporate them into their mentoring interactions.

PhD students should commit to the following responsibilities:

Training:

- **The PhD student has the primary responsibility for the successful completion of their degree.**
- **The PhD student has the responsibility to familiarize themselves with academic milestones and to strive to meet all milestones within the expected timeframe.**
- **The PhD student has the responsibility to meet regularly with the PhD advisor.** This responsibility includes providing the advisor with updates on the progress, outcomes, and challenges in coursework, research, and academic or professional activities. The advisor and the student should agree on expected frequency of and preparation for meetings, and will use meetings to brainstorm ideas, troubleshoot challenges, and outline expectations for work and timelines.
- **The PhD student has the responsibility to participate in a formal annual meeting with the advisor to discuss academic progress and next steps in the academic program.** The student should ensure that the document summarizing this discussion is completed and submitted in accordance with program requirements.
- **The PhD student has the responsibility to seek additional mentors to expand their training experience, as appropriate.**
- **The PhD student has the responsibility to understand their funding package and to clarify any work and/or teaching expectations in line with this funding.**

Research:

- **The PhD student has the responsibility to work with the advisor to develop a thesis/dissertation project.** This responsibility includes establishing a timeline for each phase of work and striving to meet established deadlines.
- **The PhD student has the responsibility to seek guidance from their advisor, while also aspiring increasingly for independence.**
- **The PhD student has the responsibility to engage in activities beyond their primary research responsibilities.** The student should attend and participate in any research-related meetings and seminars relevant to their training area.

Professional development:

- **The PhD student has the primary responsibility to identify their professional goals and to develop their career plan following completion of the PhD degree.** This responsibility includes familiarizing themselves with professional development opportunities within Johns Hopkins and externally. Students should identify specific activities to pursue that will advance their professional development and networking.
- **The PhD student has the responsibility to prepare a Professional Development Plan annually that outlines their research and career objectives.** This responsibility includes discussing this plan annually with the advisor. The student should ensure that the document summarizing this discussion is completed and submitted in accordance with program requirements.

Respectful engagement and well-being:

- **The PhD student has the responsibility to treat the advisor, other mentors, and colleagues with respect at all times.**
- **The PhD student has the responsibility to make themselves available, within reason, to meet with the advisor upon request.**
- **The PhD student has the responsibility to communicate in a respectful and constructive manner if they have concerns that the advisor is not meeting the expectations outlined in this document.**
- **The PhD student has the responsibility to be open to constructive criticism by the advisor, other mentors, and colleagues.**
- **The PhD student has the responsibility, as possible, for their well-being, should consider discussing any concerns with the advisor or other mentor(s), and should connect with available resources when needed.**

Policies:

- **The PhD student has the responsibility to familiarize themselves and comply with University, school, and program-specific policies and requirements for PhD students.**
- **The PhD student has the responsibility to discuss with the advisor relevant policies, commitments, and expectations related to funding, work, research assistantships, teaching assistantships, sick leave, or vacation.** As needed, the student will provide any documentation relevant to stated policies on leave and other requirements to the student's program, school, or the University.

Responsible conduct:

- **The PhD student has the responsibility to conduct themselves in a responsible and ethical manner at all times.**
- **The PhD student has the responsibility to familiarize themselves with University codes of responsible conduct for PhD students.**
- **The PhD student has the responsibility to engage in responsible research conduct.** This responsibility includes completing the responsible conduct of research training requirements of their specific school and program, and any specific discipline training requirements (e.g., animal and human subject work). The student will maintain accurate and contemporaneous records of research activities in accordance with the norms of best practices in their own discipline. The student should discuss authorship and intellectual property issues with the advisor.
- **The PhD student has the responsibility to complete Title IX Training regarding sexual misconduct and sexual harassment as required by the University.**
<http://oie.jhu.edu/training/>